

Teacher Layer 1

MODEL: Redefining Student Roles

Pedagogy, Classroom Practices and Curriculum - Element/Bullet 2): Consider how ubiquitous access empowers student learning roles (for example. student as researcher, developer, creator, academic leader). Based on your school or classroom goals, identify one or more of these roles that you will begin strategically including in your instructional routines. Identify how 1:1 will redefine this role for your students.

Working with your PLC team or other educators as you complete the following will enable you to identify the unique and relevant roles for learning your students must learn and evolve as they live in this technology rich world. Keep in mind the words of Carolyn Thompson, secondary history social science teacher:

Having laptops in the classroom has changed the way I teach because I no longer think of myself as disseminating knowledge. I think of students engaged in a common quest, along with myself, to answer those core questions that lie at the heart of the discipline I'm teaching.

We're stronger as a group than individually. And the laptop is what makes that possible...

The isolation you used to have with one student working through the curriculum, maybe in partnership with the teacher, that's totally been blown away. The way I think about it now, the internet allows me to create a community within my classroom, where we're all engaged in the same learning process.

I'm learning from them, they're learning from, we're learning from each other, and we're headed toward some larger areas of understanding... the internet allows me to create a community of learners within my classroom. Where we're all engaged in the same learning process...

and we're headed towards some larger areas of understanding. [Read this AALF article in full](#)

1. Research helps us understand that contemporary students live in a participatory culture where they engage in various learner/teacher roles outside the school and classroom. Identifying, teaching, and employing these roles empowers teachers to make their classroom practices relevant and for students to see the relevance of their education in their lives. Begin by researching the learning roles students can now assume in your 1-to-1 classroom. The resources on the AALF Layers of Teaching and Learning support website are a good place to initiate this research, and particularly the ideasLAB work titled, *12 Principles of Contemporary Learners* and the AALF resource titled, *Contemporary Learners*. As you are completing your research, regularly meet as a team or Professional Learning Community (PLC) and discuss what you are learning.
2. Refer to your school or district 1-to-1 goals in identifying the required student roles needed to meet those goals. Next, both individually and as a team, identify and discuss those student roles that will address your 1-to-1 grade, content or classroom goals. Lastly, review your *1-to-1 Pedagogy Statement*. ...what roles will students need to develop and employ in order to meet your own theories of learning?
3. Next, recognize that changing student learning roles will require change on you and your students part. Discuss and identify the changes necessary by addressing the question prompts included in the AALF tool, *3 Vital Questions*,
 - The roles you and your students will **keep** doing;
 - The roles you and your students will **stop** doing;
 - The roles you and your students will **start** doing.

4. Use the appropriate chart below to identify and plan for redefined student roles over your identified course of time (example: school year, quarter, semester, trimester). You may find that you have grade, content or classroom goals that are in addition to the school or district goals.
- 5.

Long-Term Student Learner Roles (Individual teacher or team of teachers)

Course of time (ex: school year or semester)		
School or District 1-to-1 Goals	Grade, Content, or Classroom 1-to-1 Goals	Student Learner Role
1.		
2.		
3.		
4.		

Unit of Study Student Learner Roles (Individual teacher or team of teachers)

Unit of study (title and short description)		
Learning Goals, Outcomes or Objectives	Traditional Student Learner Roles	1-to-1 Student Learner Roles
1.		
2.		
3.		
4.		